

# **Tiered Learning Stations:**

***INCREASE ACHIEVEMENT,  
HIGH-LEVEL THINKING,  
AND THE JOY OF LEARNING***



**LOUISIANA DIFFERENTIATION INSTITUTE**  
**June 2, 2011**

**DR. BERTIE KINGORE**  
**[www.BertieKingore.com](http://www.BertieKingore.com)**



**Professional Associates Publishing**  
PO Box 28056  
Austin, TX 78755-8056  
Toll free phone/fax: 866-335-1460  
**[www.kingore.com](http://www.kingore.com)**

• Figure 1.1 •

## ***THE VALUE OF LEARNING STATIONS***

***Learning stations promote invaluable learning moments and increase achievement in a differentiated learning environment.***

- ✓ The provided learning station tasks integrate a majority of district or state standards and learning objectives so students actively explore, discover, practice, apply, master, or extend the concepts and skills related to the curriculum.
- ✓ These learning experiences promote students' high-level thinking, responsibility, autonomy, organization, and decision-making skills as students are actively engaged in problem-solving tasks.
- ✓ Students increase their ability to work independently and in a variety of flexible groups to learn from and support each other.
- ✓ Stations should include learning experiences that incorporate multiple modalities and provide opportunities for continuous learning through students' best ways to learn.
- ✓ Learning stations allow students to learn at locations other than their usual desks or table areas. The change from sitting at a desk to standing at a station or working on the floor revitalizes some children's engagement in learning.
- ✓ Learning stations and small group interactions increase the social and emotional connections to learning that brain research deems vital to long-term learning.
- ✓ Multiple languages can be practiced and applied as bilingual students provide peer support to English Language Learners.
- ✓ Introspective students may feel more comfortable expressing ideas within a small group than before the entire class.
- ✓ Learning stations incorporate students' interests by using tasks based upon interest surveys. For example, Research in Action becomes a station that includes nonfiction resources related to students' expressed interests.
- ✓ Learning station tasks enable choice and increase student ownership as students select among the several learning experiences provided at a station.
- ✓ Learning stations differentiate through tiered learning tasks that incorporate the same concepts and skills at varying levels of complexity in response to learners' readiness.
- ✓ Learning stations are cost-effective as students collaboratively use a minimum of equipment.

# **Learning Station Skills:** **Communication, Social interaction, and Thinking**

## **COMMUNICATION SKILLS**

### **Nonverbal**

- Body language and gestures
- Encouragement
- Inference and interpretation
- Listening
- Observation

### **Reading**

- Communication
- Context clues
- Critical analysis
- Directions
- Inference and interpretation
- Substantiation within text

### **Verbal**

- Clarification
- Description
- Directions
- Elaboration
- Explanation

### **Vocabulary**

- Academic terminology
- Incisiveness
- Multisyllabic words
- Spelling

## **SOCIAL INTERACTION**

- Conflict resolution
- Cooperation
- Leadership
- Patience
- Problem solving
- Sportsmanship
- Comprehension of others' perspective

## **THINKING SKILLS**

### **Classification**

- Analogies
- Attribute analysis
- Categorization

- Cause and effect
- Patterning

### **Comparative Reasoning**

- Fact and opinion
- Identification of ambiguity
- Point of view
- Reality and fantasy
- Sequence
- Similarities and differences

### **Evaluative Reasoning**

- Decision making
- Establishment and application of criteria
- Judgment
- Logical conclusion
- Logical consequences
- Probability
- Ranking or prioritization
- Relevancy
- Substantiation
- Relationships

### **Inference**

- Assumption
- Generalization
- Hypothesis
- Interpretation
- Prediction

### **Inquiry**

- Analysis
- Deductive thinking
- Formulation
- Inductive thinking
- Interpretation
- Investigation
- Problem solving

### **Organization**

- Analysis
- Planning
- Sequential order
- Summarization
- Synthesis

# Rubric

Circle how you feel about your work in each columns.

Date \_\_\_\_\_

Paste the center's  
icon here.



Did not try	Did not finish	Complete	Complete
Did not work	Clean	Clean	Clean
		Good ideas	Informative
		Wrote some	Wrote a lot

Paste the center's  
icon here.

Date \_\_\_\_\_



Did not try	Did not finish	Complete	Complete
Did not work	Clean	Clean	Clean
		Good ideas	Informative
		Wrote some	Wrote a lot

# *Learning Behaviors*

## *Distinguished*

**My work is complete and more than expected.**  
**I organize my task and manage time appropriately.**  
**I use critical thinking and original ideas.**  
**I encourage and help others.**  
**I help to clean and reorganize the area.**  
**My work is high-level, detailed, interesting, and uses precise vocabulary.**

## *Competent*

**My work is complete and carefully done.**  
**I am rarely distracted and finish on time.**  
**I use only my own ideas.**  
**I help others.**  
**I help clean the area as I finish.**  
**My work is well developed, accurate, informative, and detailed.**

## *Developing*

**I worked but did not finish.**  
**I need some prompting but respond when reminded.**  
**I use some of my own ideas.**  
**I try to help.**  
**I help clean most of the time.**  
**My work is accurate but has basic information.**

## *Below Standard*

**I did not follow directions. I did not complete the task.**

• Figure 3.2 •

### ***Quick Ways to Tier Learning Tasks for Struggling Learners***

#### ***Check potential applications***

- ☐ Organize mixed-ability groupings so peers support each other.
- ☐ Group a fluent bilingual student with a student learning English.
- ☐ Use an aide or other adult to increase individual attention.
- ☐ Make student task assistants available to intervene as needed.
- ☐ Provide a recording of directions or explanations of skills that students revisit as needed.
- ☐ Assign fewer problems or less lengthy text so students can devote more time to processing data.
- ☐ Invite two or three peers to complete the task together.
- ☐ Include a manipulative that makes the task more concrete.
- ☐ Provide word banks.
- ☐ Provide a graphic organizer as a guide to help students process information.
- ☐ Structure the process by supplying a list of subparts or a template with sentence starters to guide thinking and organization.
- ☐ Supply grade-level resources with the main points and key terms highlighted.
- ☐ Use grade-level vocabulary in directions and content.
- ☐ Invite students to draw or quick sketch examples to illustrate and support their understanding.
- ☐ Use products that are familiar.
- ☐ Use a process that is concrete and requires a minimum number of steps.
- ☐ Identify and list the steps in a process for students to refer to as they implement the process.
- ☐ Locate examples for key content points in below-level or on-grade-level text for student to reference.
- ☐ Provide computer software that allows a range of levels and an individualized pace for learning.

• Figure 3.3 •

### ***Quick Ways to Tier Learning Task to Increase Complexity***

#### ***Check potential applications***

- ☐ Occasionally, place two or more advanced students together at the same station to pursue content depth with increased rigor.
- ☐ Challenge two or three peers to work together using beyond grade-level materials to complete a more in-depth version of the task.
- ☐ Expect individuals to complete the task without assistance.
- ☐ Assign an individual or pair to produce an original example for others to use.
- ☐ Direct an individual or pair to produce high-level questions for others to research.
- ☐ Invite an individual or pair to plan a Socratic Seminar on the topic.
- ☐ Rather than actually completing the task, students analyze the process and write a *how-to* explaining the step-by-step procedure that would complete the task.
- ☐ Appropriately stimulate the level of challenge by inviting or requiring students to:
- ☐ Produce original graphic organizers that process and organize the information.
- ☐ Incorporate professional-level vocabulary whenever possible.
- ☐ Reach consensus regarding the five words most essential to the topic.
- ☐ Use computer technology to develop graphics that synthesize data.
- ☐ Interview professionals to determine how the targeted academic skills are required in professional fields.
- ☐ Investigate issues and ethics related to current topics.
- ☐ Explore multiple perspectives that differ from the point of view presented in the text.
- ☐ Investigate the topic across time: past, present, and future trends.
- ☐ Summarize the process or data with words and symbols
- ☐ Write a test covering the content for others to complete.
- ☐ Use advanced resources to support or refute a list of key content points.
- ☐ Use computer software that allows a higher range of skill and content levels with an individualized pace for learning.

## ***Math Error Analysis***

NAME \_\_\_\_\_

ERROR ANALYSIS CARD #: \_\_\_\_\_

**Copy the problem here.**

**What is incorrect in this problem?**

**How can the error be corrected?**

Kingore, B. (2011). *Tiered Learning Stations in Minutes*. Austin, TX: PA Publishing.

## ***Error Analysis***

NAME \_\_\_\_\_

ERROR ANALYSIS CARD #: \_\_\_\_\_

**Copy the sentence here.**

**What is incorrect in this information?**

**How can the error be corrected?**

Kingore, B. (2011). *Tiered Learning Stations in Minutes*. Austin, TX: PA Publishing.



## TAPING LOG

NAME \_\_\_\_\_

DATE \_\_\_\_\_ TAPE # \_\_\_\_\_

TITLE \_\_\_\_\_

ILLUSTRATION:

DATE \_\_\_\_\_ TAPE # \_\_\_\_\_

TITLE \_\_\_\_\_

ILLUSTRATION:

### Figure 2.11: BOOK TAPING LOG

STUDENT _____	DATE _____
BOOK _____	TAPE # _____
<b>Rating:</b>	
<b>What I liked about this book:</b>	

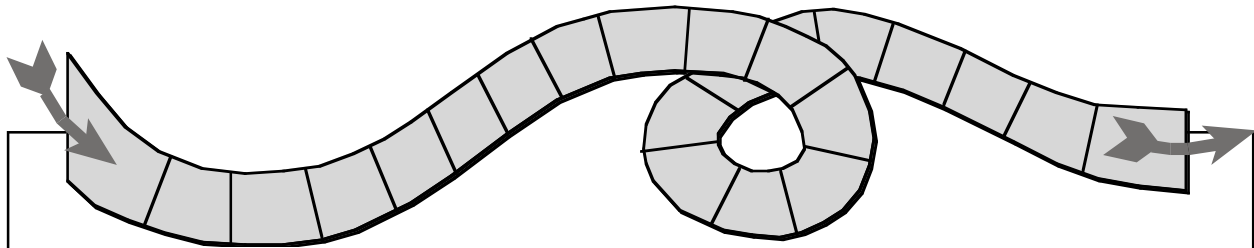
Kingore, B. (2007). *Assessment*, 4th ed. Austin, TX: Professional Associates Publishing.



**Figure 2.12: MATH STORY PROBLEM TAPING LOG**

STUDENT _____	DATE _____
TASK _____	TAPE # _____
Student comments:	
Teacher comments:	

Kingore, B. (2007). *Assessment*, 4th ed. Austin, TX: Professional Associates Publishing.



## *Design-an-Academic-Game*

Develop a board game for this topic: \_\_\_\_\_

Integrate the following skills into the game:

- |  |  |
|--|--|
| <input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ | <input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ |
|--|--|

Write the game objectives, rules, and directions in complete sentences and number the directions. Add art, graphics, elaborate fonts, and color to to make the game more attractive and appealing.

Check to be certain to include:

- ☐ The name and icon or illustration for the game
- ☐ Clearly developed directions
- ☐ A game board
- ☐ Choice or consequence cards
- ☐ Game pieces
- ☐ Dice or a spinner

Determine which criteria are most relevant to the product, and develop a rubric to evaluate the effectiveness of the game. Sample criteria include the following.

- |   |  |
|---|--|
| <input type="checkbox"/> Clarity of directions<br><input type="checkbox"/> Integration of skills<br><input type="checkbox"/> Quality and depth of content<br><input type="checkbox"/> Appearance<br><input type="checkbox"/> Appeal<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ | <input type="checkbox"/> _____<br><input type="checkbox"/> _____ |
|---|--|

Embellish and extend these criteria as appropriate to the work. Then, develop three or four levels of proficiency for each criterion to complete the rubric.